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THE

HIGHER EDUCATION OF THE BLIND,

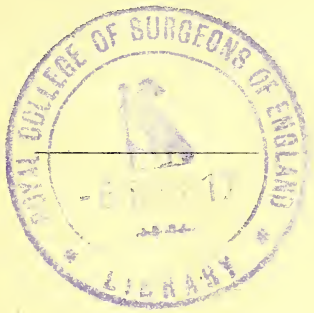
PUBLISHED BY THE COMMITTEE OF THE

ROYAL NORMAL COLLEGE

AND

ACADEMY OF MUSIC FOR THE BLIND,

UPPER NORWOOD.



OFFICES:
28, MOUNT STREET, GROSVENOR SQUARE, LONDON, W.

The Committee of the College earnestly request the co-operation of all who are interested in the welfare of the blind.

Funds are urgently required to continue the instruction of a number of promising poor pupils, and to complete the erection of necessary school buildings.

The Honorary Secretaries and the Principal of the College will be happy to furnish further information, and to forward copies of this Pamphlet, and various papers regarding the College, to all who may be willing to assist in bringing its work under the notice of the Benevolent.

The College is situated near the Crystal Palace Station, and is open to inspection.

Donations and Annual Subscriptions will be thankfully received by the bankers, Messrs. Ransom, Bouverie & Co., 1, Pall Mall, East, S.W., and Messrs. Barclay, Bevan & Co., 54, Lombard Street, E.C.; also by the Treasurer and the Honorary Secretaries, at the Offices, 28, Mount Street, Grosvenor Square, London.

Cheques and Post Office Orders should be crossed, and may be drawn in favour of Sir Rutherford Alcock. The latter should be made payable at the General Post Office.

The Higher Education of the Blind.

The higher education of the blind, in this as well as in other countries, has awakened, during late years, increased attention in various quarters, and especially among the blind themselves.

In 1868 a number of blind gentlemen, being aware of the great improvements which had been made in the education of the blind on the Continent and in America, founded the British and Foreign Blind Association, "for the purpose of promoting the education and employment of the blind, by ascertaining what has been done in these respects in this and other countries, and endeavouring to supply deficiencies where these are found to exist, and by attempting to bring about greater harmony of action between the different existing schools and institutions." The Association soon gained information through its corresponding members of what was being done abroad. Their honorary secretary, Dr. Armitage, visited the institution at Paris in 1869, and they published a Report, also a treatise, written by him, entitled "The Education and Employment of the Blind."

When Mr. Campbell, the late Musical Director and Resident Superintendent of the Perkins Institute for the Blind at Boston, U.S., came to this country, in January, 1871, he received a hearty welcome from the members of the Association, and other friends of the blind, who desired to see introduced here the improved methods of instruction employed abroad. Dr. Armitage entered with zeal into the plan of establishing a college for the higher and musical education of the blind, offering to give £1000, provided that £2000 additional should be subscribed, to open, at least, a temporary school. But for some time considerable difficulty was experienced in forming a committee to undertake the proposed work.

In August, however, of the same year Mr. C. A. Miner interested the Committee of the St. George's (Hanover Square) Charity Organization Society in the subject, and in November a Council and Executive Committee were formed, composed of members of that Society and

other active friends of the blind, including representatives of various existing institutions for the blind, by whom the Royal Normal College has been established and is now conducted.

The accompanying extracts from various works and reports of institutions for the Blind, will best exhibit the facts, and at the same time show the necessity of the work undertaken by the Normal College.

The following extract is from the first report of the College, issued in June, 1873 :—

"The importance of the work undertaken by this Institution, in its relation both to the interests of society and to the welfare of the Blind, may be readily understood from the following facts :—

"The great majority of the 30,000 Blind persons in the United Kingdom are now largely dependent upon public or private charity, and in London alone there are upwards of 2200 blind paupers.

"Experience has shown that those who are deprived of sight are seldom able to earn the entire cost of their support by manual labour, and nearly all who have been trained to various trades throughout the Kingdom still require assistance from their friends or the public during their whole life.

"It is well known that many of the Blind possess Musical talent, yet very few, in this country, have ever been qualified to earn their living by the profession of Music.

"The Blind in other lands were formerly in as dependent a condition as the same class now are in this country, but during recent years in France and America much attention has been given to the higher education and musical training of those who have the requisite ability for profiting by such instruction. Talented blind men, especially, have devised greatly improved appliances and methods of teaching, and a majority of the pupils at the leading Institutions or the Blind in those countries now become thoroughly self-supporting and useful members of society.

"In view of the practical results of the improved education of the Blind in France and America, the Normal College for the Blind at Upper Norwood has been established, in order to extend the benefits of the methods found so successful abroad to the youth of this afflicted class throughout the United Kingdom.

"The College embraces three distinct departments, namely, General Education, the Science and Practice of Music, and Pianoforte Tuning.

"In every department the instruction is directed to the practical end of preparing the Blind for self-maintenance.

"Special care is bestowed on the intellectual as well as the musical instruction of the pupils; for it has been found that in order to qualify the Blind for self-support, it is essential to afford them a *thorough* general education.

"In the Musical department, both vocal and instrumental instruction is given, according to the most approved methods employed in the leading institutions of France and America.

"In the department for teaching and training the pupils in the art of regulating and tuning pianos, young men are instructed who have passed the age at which they might have become qualified for remunerative employment in other departments. Though a superficial knowledge of the art of tuning may be readily acquired by those deprived of sight, a prolonged course of training is necessary in order to qualify them to become really efficient and successful.

"Special care is bestowed on the physical training of the pupils, and they are required to take frequent in-door and out-door exercise. For this purpose, suitable play-grounds, gymnastic apparatus, and other appliances are provided.

"Careful attention is given to the moral training and to the religious instruction of the pupils; and there being places of worship of the leading denominations in the immediate neighbourhood of the College, each pupil regularly attends the Church or Chapel preferred by his parents or guardians.

"The happy home life of the College deserves especial mention; the pupils are arranged so as to form a society of families, in which the Teachers are, by their personal influence, constantly cultivating the manners of the pupils, calling out their affections, and raising the whole tone of their character."

Letter from Mr. J. Rice Byrne, Her Majesty's Inspector of Schools:—

EDUCATION DEPARTMENT,
Council Office, Whitehall.
June 23*rd*, 1873.

"DEAR SIR,—As you requested me, I have made a brief unofficial Inspection of the College for the Blind at Norwood, for the purpose of determining its value as a place of instruction, from the point of view of an Inspector under the Committee of Council on Education.

"Omitting the music, on which I am content to accept the highly favourable judgments passed by persons duly qualified to form an opinion on it, and the attainments of the students in the several branches of study, because time forbade my holding such an examination of them individually as would be satisfactory, I restrict myself to reporting to you the impressions produced on me by attending some of the ordinary College lectures, as for example on Geography, History, Physiology, Gymnastics, in the course of which I had an opportunity of observing the ability of the Teachers, their acquirements, their methods, the results of their teaching as shewn by the students' answers, the text-books and apparatus, the time allotted to the different lessons, and the like, all of which we are accustomed to look upon as in their measure criterions of the efficiency of a school.

"I noted, first, the presence of what I may call the proper Educational *furor*, that passion for teaching on the part of the Teachers, for learning on that of the students, which is one of the surest guarantees of Educational success, without which instruction becomes perfunctory and unimpressive, and the memory is burthened with facts while the mind remains for the most part uncultivated. In this respect you contrast but too favourably with a very large proportion of our schools, moving as they are accustomed to do mechanically in a groove, within the narrow lines prescribed by the new Code of Education.

"Secondly, I remark a *thoroughness* in the instruction you impart and your manner of imparting it, which at once commands the respect of every one experienced in Education, and is, I apprehend, all the more important in your case on account of the imperfectly educated condition of the scholars who come to your hand. Here again I may compare you to the disadvantage of too many of the charitable institutions of this country, in which the instruction given is at once pretentious and desultory, and the pupils are launched into the world, but poorly armed for that very serious battle of life that lies before them.

"Thirdly, may I be allowed to notice what is not, I believe, so much a peculiarity of your particular College, as it is characteristic of Education generally in the United States—you are eminently *practical*. What you impart to your scholars is intended not to be listened to only but to be remembered, and not to be remembered only but to be *used*. You put knowledge into their hands as a weapon for immediate and daily use, not to be stowed away as a curiosity in the recesses of the memory and forgotten, but to be brought out presently and con-

tinually as the means by which each one of your students is intended to earn his livelihood. About one half of each of the lessons at which I have been present, has been taken up in imparting information, the rest in drawing it out again by a succession of questions, so incisive and bright and searching, as to make it fairly impossible for any one fact touched upon not to have been impressed repeatedly on the attention of every member of the class.

"I abstain from entering into details, confining myself to such general characteristics of your work, as warrant me in awarding your College a very high position in the scale of efficiency according to the official standard, and anticipating from the institution of it the commencement of a new era in the history of the Education of the Blind in this country.

"I beg to remain, Dear Sir,
"Very faithfully yours,
"J. RICE BYRNE,
"Her Majesty's Inspector of Schools.

"F. J. Campbell, Esq.
"Royal Normal College and Academy of Music for the Blind."

Extract from "The Education and Employment of the Blind." By T. R. Armitage, Esq., M.D. *

"Much public interest has for many years been directed to the best means of employment for the blind. Institutions have sprung up in every part of the country, with the praiseworthy object of enabling the blind to support themselves by their own labour, and the good examples set by England in this respect are being followed by other countries. The success attending these efforts has been more or less complete, according to the ability and energy with which these working establishments have been carried on. The principal trades practised in the United Kingdom by the blind are the making of baskets, brushes, brooms, mattresses, rugs, mats, the caning of chairs, with knitting and sewing for women. Music is also taught in many institutions, and piano-tuning in a few; but neither of these are pursued with an amount of vigour and ability which is necessary to insure the success which has been attained in other countries, and might, by following a similar plan, be obtained here. It is difficult to estimate correctly the average earnings of the blind at

* Published by Hardwicke.

trades, as so much depends on the external circumstances in which they happen to be placed. Probably the average is not more than five or six shillings per week for men, and less for women; but the present object is to compare the earnings at manual trades with those which may be obtained by piano-tuning and the profession of music; those workers therefore should only be considered who with the requisite musical talent and instruction might have become good tuners or teachers of music. Industry, good common sense, and manual dexterity are therefore pre-supposed. Such men at a trade can probably earn upon an average from about eight to twelve shillings a week. There are few who, unassisted, do more than this. We shall presently see that much more may be made by tuning. It is undoubtedly far better for the blind to earn anything, however little, than to live in idleness. The blind in general feel this strongly, and their desire is for work—not charity. It is plainly the duty of managers of blind institutions to find out those trades and employments in which loss of sight is the least possible drawback. Piano-tuning is such an occupation. As tuners, the blind, if trained early and well, are under no disadvantage, but, on the contrary, possess a certain advantage over the seeing in consequence of the greater concentration of their faculties on auditory impressions, produced by their want of sight. As a rule, it is, of course, not possible to make any into thorough tuners unless they are taught as children; nor is it every child who possesses the combination of a correct musical ear and manual dexterity requisite for a good tuner; however the experience of France and some other countries has proved beyond a doubt that many blind children are not only capable of becoming first-rate tuners, but that this occupation is the most remunerative of any of which the blind are capable. It follows that we in England are bound not to neglect so promising a field of labour. It is undoubtedly true that the experience of most of our English institutions does not agree with what has just been stated, but the reason is simply that our blind are not so well taught as their French fellow-sufferers. In England we have not even taken the first step towards a thorough musical education. Most professional musicians will probably agree in the opinion that a knowledge of the signs by which music is written and read is essential for a sound musical education. The blind of France have such a notation, and those of England have not. In addition to this, the special training of tuners in the Paris school extends over a much longer time, and is carried on far

more systematically than in England. Indeed, in all that concerns music as a profession for the blind, we are in about the same position as that occupied by the French forty years ago. Among the general public and manufacturers there is precisely the same prejudice against blind tuners which then existed in Paris; while our institutions timidly attempt tuning as an experiment, sending out many imperfectly educated men, who, by want of skill and knowledge, confirm the current opinion that the blind are inferior to the seeing as tuners, and the same may be said of other branches of music. I went over to Paris in 1869 with the purpose of perfecting myself in the knowledge of the Braille musical notation, and in order to see what is done there to fit the blind for the profession of music. Nothing could exceed the kindness of the two heads of the school, M. Guadet and M. Levitte. M. Levitte placed his apartments at my disposal for the ten days I was in Paris, and devoted three or four hours a day to me. The same kindness and attention were shown to me by all connected with the school. The staff of the institution consists of M. Guadet, head of the educational department; M. Levitte, chief superintendent, with four others under him, and eleven blind professors; indeed, all the teachers are blind, being assisted in maintaining order by seeing superintendents. To M. Guadet and M. Levitte I was already known through correspondence. Nothing could exceed the kindness of all the officers of the institution, in which I spent the greater part of every day during my ten days' stay. The facts that I am going to give respecting the Paris school are derived partly from personal observation, and partly from an interesting pamphlet published by M. Guadet, in 1859. There are about 250 pupils. The great object seems to be to turn out as many good tuners as possible. The commencement and development of this branch of industry have been due entirely to the exertions of the blind themselves. About the year 1830 Claude Montal and a blind fellow-pupil attempted to tune a piano on which they practised. It, as well as the other pianos in the institution, was kept in very indifferent tune by a seeing tuner. This man complained to the director, who administered a sharp reprimand to the two blind pupils, forbidding them ever again to touch the works. Nothing daunted, however, the two friends procured an old piano, and obtained permission to keep it in the institution. They practised themselves in taking it to pieces and re-mounting it; nor did they rest content until they had thoroughly repaired it and brought it into good tune. As the

director had daily seen them at work, he could have no doubt that the transformation of the old instrument was really due to the unassisted efforts of the two blind friends. Struck with the talent which they evinced, he confided to them some extensive repairs in the organ belonging to the chapel. They had two seeing workmen at their disposal, whose movements they directed. The experiment proved perfectly successful, as no professional organ-builder could have done his work in a more masterly manner. By degrees they obtained permission to keep all the pianos of the house in tune, and to make whatever little repairs were necessary. The next step was to begin regular instruction in tuning, and thus commenced the tuning-classes, which have made the Paris school famous throughout the civilised world.

"Montal soon left the institution and endeavoured to obtain a private tuning connection, but the same prejudice which now exists in London against blind tuners was then in full force in Paris. No one liked to trust a piano to the blind man, and for some time he was glad to be allowed to tune a piano gratuitously. During all this time he was steadily working at the theory of tuning. He eagerly studied everything that had been published upon the subject, and his own talent and knowledge of the theory of music soon led him to adopt a better and more scientific system of tuning than that generally in use. A circumstance now occurred which was the turning-point in his fortunes. One of the professors in the Conservatoire, having heard of the skill of the blind tuner, sent for him and showed him two pianos which he had in his apartment. They were of different construction and by different makers. It was important that they should be in exact accord, and none of the numerous tuners who had attempted this task had been able to succeed. Montal said he would make the attempt. He first carefully examined the differences in their construction, and making allowance for these set about his work in a scientific manner, and the result of his tuning was a perfect success. He was now patronised by the other professors of the Conservatoire, and soon was employed by some of the leading professional musicians of Paris, by whose recommendation his practice and fame as a tuner rapidly increased. In 1832 he gave a course of lectures on the art of tuning, which were very well attended. In 1834, at the Industrial Exhibition, most of the makers had their pianos tuned by him, and he took advantage of this opportunity to circulate a short treatise on tuning, which was sold in the

exhibition building, and contributed much to his reputation as a tuner. He now began on a small scale to repair and to make pianos. This was the commencement of the well-known manufactory of which he was long the head. In 1836 he published his full treatise on the art of tuning. While Montal was pursuing this successful career, and proving that it is possible for the blind not only to equal but to surpass the seeing in the art of tuning, other blind pupils of the institution were there developing the course of systematic tuning. Their pupils on leaving followed in Montal's steps. During the first years the same difficulties and prejudices had to be encountered, but by degrees makers and the general public grew accustomed to blind tuners, and the obstacles thrown in their way became daily less. Some makers, indeed, made a practice of always sending blind tuners to those among their customers who were most particular; and as the instruction at the institution was kept up to a high standard of excellence, and care was always taken to give a certificate of tuning to those only who were really masters of their art, the blind became more and more popular as tuners. The blind and their friends became every year more alive to the fact that tuning was the best and most remunerative employment they could follow, and a constantly increasing pressure was put upon the authorities of the institution for admission into the tuning classes. In this way it has come to pass that in the Paris Institution, at the present moment, the great object is to turn out tuners. As far as I could ascertain, the proportions of the different classes among the male pupils who leave the institution, are at present nearly as follows: about sixty per cent. follow music as a profession; the remaining forty per cent. practise various trades. Of the musicians, nearly one-half, or thirty per cent., obtain their diploma as tuners.

"We will now proceed to examine the probable future of these three classes. Those who obtain the tuning certificate are certain of maintaining themselves in a degree of comfort which is quite unknown in the same class here. £80, £120, £150 a year, are by no means unusual incomes, while I was told of one man who makes £250 a year by tuning. Five old pupils are now established in Paris, and are doing extremely well as piano manufacturers. If a pupil has a good ear, but is otherwise not well qualified, he becomes an organist or teacher of music, and has to maintain a hard struggle for existence. The same difficulty of finding remunerative employment for blind organists and teachers of music exists in this country, as is too

well known to the managers of our own institutions. The remaining forty per cent., whom nature has not endowed with sufficient musical talent, have to content themselves with various kinds of handicraft, in which their success is about equal to that of blind men employed in a similar way in England, as they can only earn upon an average about five or six shillings a week. Some, no doubt, are able to earn more, but in no case is any kind of handicraft-work to be compared for a moment with tuning as an employment for the blind.

"Every pupil in the Paris school, besides receiving a good general education, is taught theoretical and practical music; for it is found that sometimes the musical faculty seems to lie dormant until it is called forth by education, and the managers do not wish any child to be deprived of the chance of following music as a profession. If, after a reasonable time, it is found that no musical talent exists, some handicraft is taught.

"The special training for tuners extends over three years. During the first the teacher makes his pupils thoroughly acquainted with the external form and internal mechanism of the piano, which is repeatedly taken to pieces and re-mounted under his direction. During the second year the pupils learn the theory and practice of tuning, an hour and a half each day being devoted, under the direction of the professors, to keeping in order the numerous instruments in the institution. During the third year they go out to work in different factories in the town, returning to sleep at the school. Many great advantages result from the way in which this last year is spent. The pupils become familiar with instruments of various shapes and makes; they become accustomed to find their way in unfamiliar places; they are obliged to work quickly; they are brought into immediate contact with seeing workmen, which confers on them many advantages; one of these is that they find their proper level, losing the shyness peculiar to some of the blind, and the conceit and over-estimate of themselves found in others.

"They become accustomed to many new aspects of life, and learn much by free intercourse with the outer world. They are thus gradually prepared to dispense with the fostering care of the institution, and when they leave they do so as finished tuners, who are able at once to obtain good wages.

"Several other European schools have been successful in the training of tuners, but do not appear to have equalled in this respect some of the American schools. The results achieved by the Perkins

Institution, at Boston, U.S., are particularly instructive. High-class musical training appears to have been commenced there about thirteen years ago, previous to which time the results in this respect were far from being satisfactory. The report of 1867 states that music is now taught to all of both sexes whose natural abilities make it probable that, under proper instruction, they will succeed as organists, teachers of music, or piano-tuners, and goes on to say: 'The teaching of music and playing is now the largest single field open to the blind as a means of support, and it seems to be growing larger. People are becoming more disposed to employ them; and, as they go forth from the school, they have more and more ground of hope that they will find opportunities to earn their living in this way.' The whole tone of mind among the musical pupils has been changed, instead of looking forward to the future with fear and anxiety they now feel a well-grounded confidence in themselves. It seems that in Boston, and in America generally, the blind are able to earn more as teachers of music than as tuners, which is exactly the reverse of the state of things existing in Paris, and may either arise from differences in the condition of the two countries, or from the training for teachers being more thorough at Boston than at Paris; but their experience is identical in one respect, which is, that the blind who have the requisite amount of talent are almost certain to make a good income out of music; but to attain this end they must aim high. It will not do to be equal to the average seeing teacher or tuner, they must be superior; and this involves a good musical notation with first-rate masters, instruments and appliances, and above all a determination on the part of managers and teachers to overcome all obstacles. The following particulars relative to the Boston school have been communicated to me by Mr. Campbell, himself blind, who has for thirteen years been the musical-director, and for about six resident superintendent.

"He says, 'As regards those who succeed as teachers of music, I cannot give the per cent. When I first introduced my method of teaching I made a select class of twenty of the most talented pupils; nineteen of these have met with the happiest success. I know about six blind gentlemen who are earning from £400 to £500 per annum by the profession of music; I know a large number who are earning from £200 to £300; a number of young ladies who can earn from £100 to £150 per annum. It is found in America that, as a general rule, teaching music pays better than tuning, consequently

those who have the requisite aptitude are often induced to leave the less lucrative branch. There are, however, many blind tuners who are making good incomes, and the same person sometimes unites teaching, tuning, and organ playing. Six years ago a small class was formed of six boys and six girls, others were added from time to time. Of those who obtained a diploma all have done well; three have been earning from £250 to £350, others from £100 to £200 per annum. The second class were about finishing their second course when I left America; of their success I cannot give definite information. An arrangement is entered into with all pupils joining the music classes by which they engage neither to teach nor to tune unless they obtain a diploma of proficiency. This is necessary to prevent the discredit into which the whole class of blind musicians would fall through the incompetence of those who are not duly qualified.'

"It is not possible to state the case as regards piano tuning better than in the concluding words of M. Guadet's pamphlet, published eleven years ago, and the truth of which has been abundantly proved by the experience of the Paris school:—'Whenever an art or trade is of such a nature that the blind can follow it on equal terms with the seeing, or in other words, that there is a peculiarity in it which causes a disappearance of the inequality generally existing between them, this art or trade is especially well suited to the blind, and it is our duty to teach it with as little delay as possible. Now in pianoforte tuning the blind are not inferior to the seeing, but on the contrary possess certain advantages over them; we must therefore train tuners. There is no fear of the demand ceasing; therefore we must train as many tuners as circumstances will permit.'

"It may not be out of place to say a word respecting the exact value to the blind of a musical notation by which they can themselves read and write. For elementary education it seems almost indispensable. The pupil by it can refer to any music he is learning without the necessity of always having recourse to a seeing reader. He can at his leisure study the construction of the piece; he can write out exercises in harmony, etc., and the professor can judge of how he has been employing his time without the necessity of always standing over him. For singing, where the hands are free, the value of embossed music can hardly be over-estimated, and this perhaps makes itself most felt in part singing. In pianoforte practice the pupil is obliged to read with one hand while he plays with the other, consequently the bass and treble have to be learned separately, and after-

wards combined by an effort of memory. In the early stages of the course of musical instruction, before the fingers have achieved much dexterity, and while much of the difficulty experienced by the pupil lies in understanding the thoughts of the composer, reading by touch is extremely good practice, and accustoms the pupil to work by himself; but for highly finished performers, whose time is valuable, it will generally be advisable to drop the slower method of reading for themselves, and to train some seeing person to read for them. It does not however follow that because they can afford to dispense with the ladder by which they have mounted, that this was not of the greatest use to them in the early part of their studies, and that it is not of great value to them at all times. Even the most finished musician with the most relentive memory will occasionally forget a few notes in a composition which he has not played for some time. If he has an embossed copy in his library and can use it he can at once refresh his memory, otherwise he must be dependent upon a seeing reader."

Extracts from Reports of the Perkins Institution for the Blind, for the years 1869 and 1870, by Dr. S. G. Howe:—

"Blindness and dependence,—a blind man and a beggar,—have been so long and so closely associated in the public mind, that, in the old countries, whenever institutions for the blind are projected aid is asked solely in the name of mercy. Even here, while people consider that instruction in the common branches of learning must be accorded to ordinary children, as a matter of justice, the same sort of instruction provided for blind children is apt to be considered as a matter of charity. It was so considered at the outset of our enterprise.

"The fact of being classed among dependents, and considered as objects of special charity, is a source not only of mortification, but of positive disadvantage. It paves the way to the beggar's post at the roadside.

"We know well the cruel effects of prejudice. Let not those whom all pity and would fain make happy suffer from any mere prejudice. This matter is worth considering a little. In every generation there is a constant number who lack one of the ordinary senses, as that of sight or of hearing. This common peculiarity causes them to be grouped arbitrarily in classes of deaf and dumb or blind. This arbitrary classification, being of the nature of segregation, acts unfavourably upon those who aspire to social equality with their fellows.

In a wisely organized society, after efforts to reduce to its minimum the production of imperfect members, the industrial scheme should be so contrived as to utilize as many as possible of every persistent class. We know they must come. We know (almost precisely) in what numbers; let us adapt our industrial scheme so as to utilize them.

"But the industrial scheme of every country, being based upon the supposed possession of sight, while it admits the mute to partial communion, entirely excludes the blind. Hence, partly, the fact that the class peculiarities of the latter become more salient, and their social segregation more complete.

"We hear or think little about mutes, except when they are gathered together in schools for instruction, because they are fused into the industrial class; but the class characteristics of the blind show out more saliently because they are not industrial. We have left them out of the calculation; and we find it easier to support them in idleness than to re-cast our industrial scheme,—just as people give alms to a beggar and virtually bid him beg for ever, rather than continue to set him at work to earn his daily bread.

"One of the grievous but not necessary burdens with which the blind are so heavily laden, comes from the common idea that they are and must ever be helpless and dependent. The blind man's historical place is the beggar's post. Bartimeus sat begging at the gates of Jericho; and when Belisarius became blind his hand that had upheld a falling empire was stretched out for alms. In the public mind, therefore, blindness is naturally associated with dependence and pauperism.

"Few persons consider how much anguish this popular opinion adds to the sore calamity of blindness. Love of approbation is strong in the blind, as a class. This makes them almost morbidly sensitive to the opinion of those about them. Ordinary culture, by making them more noticed, increases this sensitiveness in all of them, and in some increases it to a painful degree, so that they constantly quiver like aspen leaves in the real or imaginary breath of approval or censure; while only a few of them have yet had culture enough to rise above the clouds of prejudice, to be unruffled by the current and eddies of opinion, and to rest calmly in the great realities of existence.

"This gross error of popular judgment ought to be dissipated by every possible means; among these means are instances of blind men making high acquirements in various branches of knowledge and of

science. Mr. Millburn* (though blind himself) does not preach about the blind, but in every discourse he helps to elevate that class. Let such instances be multiplied; because they will dispel prejudice, and vindicate the claim of his class to social equality with cultivated society. Second, it is evident that a blind youth who is to make music his calling will (other things being equal) take higher rank and exercise wider influence, if he receive such culture that he can associate upon equal terms with scholars and cultivated persons, than can be had by a blind youth who confines his attention to the study and practice of music. Third, among youth who go out from institutions for the blind, there are those who have the desire and the ability to receive instruction of a higher kind than is given there.

"Moreover there are some blind youths who do not enter the public institutions, partly perhaps from a false pride about being associated with what are popularly considered as mere charity schools; and partly because such schools do not usually hold forth the means of high culture and classical instruction.

"Among the numerous graduates of our public institutions, and among blind children who receive elementary education at home, there are some who have talents, and who, having tasted the Pierian spring, would fain drink deep. They sigh for means of higher culture than the ordinary institutions afford. They long to read the classics, and to master the literature of their own language, in order to gratify their tastes, to lift themselves to an intellectual level with the best society, and to add to their means of usefulness in life. History furnishes instances of blind children born to wealth, or placed in favouring circumstances, who have become respectable scholars in various departments of knowledge."

"It is for such as these that we need A National Collegiate Institute for the Blind.

"This Institute should be specially adapted to the condition and wants of persons whose sight is partially and temporarily impaired by disease, and of those who are permanently blind. In it the course of study should be the same as in our best colleges. All instruction should be oral; and the apparatus and modes of illustration be addressed to the touch. It should be supplied with text-books, maps, diagrams, and the like, in raised characters. It should have large

* Formerly chaplain to Congress.

collections of models of various kinds, such as weights, measures, tools, machinery, and the like; mannikins and models showing the anatomy of animals and plants, as well as their outward form. It should have collections of shells, crystals, minerals, and the like; models and sections showing geological strata; philosophical apparatus adapted to the touch; in short, everything that can be represented by tangible forms.

"It would amaze those who have not reflected upon it to know how much can be done in this way. Saunderson, the blind professor of mathematics in Cambridge, England, not only knew ordinary money well, but he was an expert numismatist, and could detect counterfeits in a collection of antique coins better than ordinary persons could do by the sight.

"Such an institute should have able professors and teachers, with special aptness for adapting their lessons to the condition of their scholars. It should furnish special facilities for the study of languages, ancient and modern; of mathematics, of pedagogy, and especially of music.

"It should be well provided with everything necessary in a good conservatory of music; and have funds for the payment of competent teachers.

"A little reflection will show what a large number of persons there must be to whom such an institute would be a source of great happiness, and a means of preparation for great usefulness. They are mainly of two classes. First, young men or young women retarded, embarrassed, or arrested in the course of their education by some disorder or weakness of sight, which can only be cured by months or years of entire rest of the organ. Few think they can afford this. They are tempted to use their eyes, more or less. The disease is liable to become chronic, and the sight is often weakened for life, if not totally lost. It is hard to calculate the number of such persons, though it is very easy to see that it must be large.

"But, however small this class, and however few of its members should seek to profit by a collegiate institute, in which all instruction would be oral and all demonstrations tangible, there is a large and persistent class of really blind persons which would surely supply students enough to fill it.

"A little reflection will show what a great advantage generous culture would be to a blind man, even if he were to be only a musician. Let him be ever so accomplished in his immediate art,

he is under great disadvantages as compared with his competitors, who can see. But if, besides being a musician, he knows the Latin, Italian, and German languages, and has generous culture in other branches of knowledge, he will have advantages which few of them possess, and of course he will be more nearly on a level with them and more capable of earning a living and enjoying it.

"Human effort will in such a case be successful in counteracting the principal evil which flows from the infirmity of blindness."

The following short extracts from the Report of the Massachusetts Committee on Charitable Institutions, 1869, will be read with interest:—

"In order that a blind man may compete successfully with other persons, he must have every possible advantage for the study and practice of music. He must live in a musical atmosphere. He must not only hear frequently, but habitually, the best performers. He must be able to associate with them freely, and upon equal terms. To him, more than to other men, the greatest possible accessibility to all means of musical instruction and improvement, by personal relations with musical people, is necessary. It would be well, if possible, that he should live hard by Music Hall, which is the 'change, where musicians most do congregate. Other men may live a score of miles away in the country, and go thither and back by steam, or a few miles of horse railroad, and go and come at any hour of day or night; but steam cars, ferry-boats, bridges, railroad crossings, are terrors and dangers to blind men, and even horse cars are not equal to his own means of locomotion. He wants to live so near to the musical centre that he can reach it on foot at any time of day or night, over a side-walk which is always unobstructed, and whose surface is not changed in its feeling to his foot by every change of weather.

"It is just as important that an institution which is to do the work of educating the blind in music should be located hard by where the musical advantages exist, as that a factory to be run by water should be located hard by a stream.

"It would be a waste of words to urge the claim of blind children to have a full share of the means of instruction which the public accords to all the young. They have even stronger claims than other children, because they start at a disadvantage in the race of life; because they carry a burden in their infirmity; because they come mostly of poor and humble parents; and because, without special

instruction and training, they are almost certain, sooner or later, to become a public charge.

"All children have a right to instruction. The children of the rich are sure to get it, and the public is bound, alike by duty and interest, to see that none lack the means of obtaining it. Massachusetts has ever acknowledged this claim of children, and enforced it by legal enactments. She practically commands that a school-house shall be built within walking distance of every one of them, and she is cheerfully obeyed. School-houses are multiplied throughout the land, and some of them are palatial in their proportions and perfect in their equipments. None but those who would cheaply equip a regiment for the war would cheaply equip a district school.

"The rich man seeks for his child the best teacher, the best school-room, the best apparatus of instruction; and the public is rapidly coming to the consciousness that the whole Commonwealth is richer than any individual man, and that the schools for its children shall be as good as the best.

"But with every generation of children there comes a certain number for whom these beautiful and commodious school-houses might as well have been built without a window, and without even a key-hole, to let in a ray of light—for they are blind.

"They, more than all the others, need instruction. More than all others they have a claim upon the public for it, because, without it, they are doomed not only to mental as well as bodily darkness, but to certain dependence. The burden of their support keeps their family poor; and upon the death of their parents they almost surely fall upon the public for maintenance. Hence the connection in all past times, and in all countries, between blindness and beggary. The seat on which sat blind Bartimeus at Jericho is repeated at the gates of every city and town of the old world.

"But ways and means have been found to instruct the blind. School-houses can be so constructed and equipped as to be, for them, all ablaze with the light of knowledge. The people of Massachusetts first erected such a school upon this continent. Private citizens gathered the funds, purchased and equipped the building, and carried the experiment to a successful conclusion.

"This institution has demonstrated beyond a peradventure that blind children can be well instructed, made happy and self-supporting. It shows the blessed results of its labours in scores and hundreds of

blind persons, many of them skilled and eminent as music teachers, all getting a good living. *

"Education is more indispensable to the blind than to the seeing. Even in our community there are many seeing persons without the slightest education in schools who are still useful citizens and successful in the various walks of life. An uneducated blind person is utterly helpless and must become dependent.

"We believe that blind children have the same claims upon the public for education as seeing children, and that their needs are greater; that the public owes its blind children the opportunities for better education than those hitherto enjoyed, which have been confined almost entirely to merely elementary studies; that it is abundantly able to furnish them means and cannot afford to withhold them; that it has an institution where these children can be educated more cheaply and successfully than in any other institution in the world, and that every consideration of economy and of humanity appeal to the public to place at the disposal of the trustees of this institution the means of increasing its usefulness, and of enlarging and perfecting the efforts which have made the Massachusetts Institution for the Blind an honour to the Commonwealth and a blessing to mankind."

Estes Howe,
C. J. Kittredge,
F. W. Bird,
R. H. Leavitt,
S. K. Towle,
Samuel H. Gould,
Dennis Cawley, Jr.

From "Light for the Blind." By W. Moon, LL.D.

"A short time since I visited the College for the Blind at Norwood, when Mr. Campbell, the principal, kindly devoted considerable time to make me fully acquainted with its working; and I had thus an opportunity of testing the attainments of the pupils in reading, arithmetic, geography, grammar, general and natural history, the Scriptures, and music, all of which were most satisfactory, and, considering that only a year had elapsed since the opening of the in-

* Dr Howe states that it is believed that 75 per cent. of those who leave are able to support themselves.

stitution, most astonishing. The questions which were put in arithmetic elicited answers truly marvellous for their promptness and correctness. The geographical knowledge of the students was of no ordinary character, combined as it was with the historical associations, political conditions, and products of the different portions of the earth. Upon asking one of the pupils to trace the course a vessel would take in sailing from Odessa to St. Petersburgh, the principal places that would be passed on the voyage were accurately pointed out on a raised globe.

"A detailed description of the peculiar method of musical instruction adopted at the college—the object of which is to enable the pupils, when their education is completed, to obtain good incomes as organists, teachers of music, and piano-tuners—would occupy too much space in this small volume; but great praise is due to Mr. Campbell and his efficient staff of assistants for the high state of proficiency which the pupils, who have been selected for their musical talents, have already attained.

"Sir Charles Lowther, Bart., has kindly presented a full library of my books to the college, which I am informed by Mr. Campbell is greatly appreciated by the pupils.

"Mr. Campbell is anxious to see the benefits of my type universally diffused, believing it to be peculiarly adapted for the mass of the blind; and he expresses a special interest in the promulgation of the system amongst the adult blind of his native country, America."

From the Thirteenth Annual Report of the Glasgow Mission to the Out-door Blind, 1873:

"In last year's report we called the attention of our friends to the institution of a Normal Musical College at Norwood, near London. We now again refer to the matter, in order to assure our friends that your directors are thoroughly satisfied that *there* only in Great Britain can such a musical education for blind children be obtained, as, when finished, will fit them to earn a respectable livelihood as teachers or tuners. Eleven young people have been sent to this institution from our neighbourhood, all of them promising pupils. Of these, two from Paisley and one from Greenock, will be provided for by the gentlemen in these towns; but a considerable sum is yet needed to pay for those sent from Glasgow, and our present object is to appeal to our friends to contribute to this most excellent object.

The board and education in the college is necessarily somewhat expensive, and we should be sorry indeed if, through want of funds, any of the pupils already sent should have to be withdrawn. Friends from this city and neighbourhood have visited the college, and were delighted with the care and attention given to the children, and the excellent education they were receiving. We append extract from a letter written by Professor Campbell—the Principal in the college—to a friend here, which will show the plan of education pursued.

" ' The training in our college not only cultivates a taste and love for music, but developes all the powers essential to active, useful, and happy manhood. There is an object in all that they do, even their games in the play-ground are carefully studied with a view to give them health, activity, and independence. A committee of gentlemen visited the college yesterday. After hearing the various recitations in arithmetic, grammar, geography, objects, history, physiology, natural history, etc., Colonel S. expressed himself emphatically thus: " Sir, without any regard to blindness, you have the best, most thorough, and practical school in England. Every faculty of the minds of your pupils is called into activity. Such discipline, such training, such activity will certainly make your pupils, though blind, useful men and women." My first effort is with every child to awaken within them true and earnest aspirations, and to make them feel, with God's help, they have the power to act a useful part among their fellow-men.' "

APPENDIX.

Extract from a letter from the Marquis of Westminster and the Earl of Shaftesbury. Published in *The Times* of May 10th, 1873 :—

"Sir,—As you kindly directed the attention of your readers last year to the recently established Royal Normal College and Academy of Music for the Blind, we beg you will now permit us to offer them further information regarding its progress and present position.

"The object of the Institution is to afford the youthful blind of this country a thorough general and musical education, according to the improved methods employed with marked success abroad, so as to qualify them to earn a living as organists, teachers, and pianoforte tuners.

"The college was opened in March, 1872, under the direction of a number of influential and practical men, who have made the necessary arrangements for the education of different classes of male and female pupils.

"They have secured an efficient staff of experienced teachers, and have appointed, as the Principal of the College, Mr. F. J. Campbell, who has been, during many years, the director of the educational and musical departments of the Perkins Institute, at Boston, which is one of the largest and most successful educational establishments for the blind in America.

"From forty to fifty pupils from London and different parts of the kingdom are now under instruction, and their progress thus far has surpassed expectation. The recent examination of the different classes, both in the male and female departments, have shown results equal to any hitherto reported by the most successful institutions abroad.

"The improved system of instruction and the superior methods and appliances employed in the musical and other departments greatly facilitate the progress of the pupils, and enable them to accomplish

results which have not usually been considered within the power of those deprived of sight.

"The friends of the blind in several large towns in England and Scotland have already formed local committees, to select and send, from time to time, suitable pupils from their respective localities to the College, and a large number of talented candidates in London and all parts of the kingdom are now anxious for admission.

"Experience everywhere has shown that in order to qualify the blind to become successful musicians it is as a rule necessary to carefully instruct them while they are young. As many of those who are now waiting for admission will soon reach an age when they could derive no practical benefit from a course of musical instruction, the Committee feel it their duty to endeavour without delay to make arrangements for the admission of those whose character and talents justify the expectation that they can be qualified to maintain themselves.

"We therefore, on behalf of the Committee, earnestly appeal for the co-operation of all who are willing to aid the youthful blind of this country to obtain an education which will alleviate their condition and will qualify them to become self-supporting, useful members of society.

"Contributions will be thankfully received by the Treasurer, Sir Rutherford Alcock, K.C.B., 14, Great Queen Street, Westminster, and further information will be gladly furnished by the Hon. Secretary, Mr. C. Harcourt Chambers, 28, Mount Street, Grosvenor Square; and by the Principal of the College. The College is close to the Crystal Palace Station, and open to inspection daily.

"We are, Sir, your obedient servants,

"WESTMINSTER, President.

"SHAFTESBURY, Trustee.

"May 9th, 1873."

From the "Report of the Liverpool Workshops and Home-teaching Society for the Out-door Blind, 1871."

"The committee have much pleasure in referring to an effort made during the past year to establish, in the neighbourhood of London, a Normal Training College for the Blind, under the charge of Mr. F. J. Campbell, a blind gentleman of great experience, from America. The object of this institution is to impart a higher education to the blind than has yet been attempted in this country, with a view of enabling them to acquire a competency as teachers in various departments, as

has been done in America. It has recently been opened at Upper Norwood; and as a considerable portion of the funds was raised in Liverpool, Leeds, and Manchester, each of these towns is privileged to send a specified number of pupils for a free education; and the committee have much pleasure in reporting that five children, who have been receiving instruction from this society, have been selected as the first recipients of the benefits of this charity."

From the "Annual Report of the Liverpool Workshops and Home-teaching Society for the Out-door Blind, 1873."

"During the past year, through the instrumentality of the society, ten pupils have been assisted and sent to the Normal College, at Sydenham, where they are receiving a high-class education, and are being well taught in music, singing, and, in some cases, pianoforte-tuning, by means of which it is hoped they will be able to secure a sufficient income after they leave."

From the "Forty-sixth Annual Report of the Directors of the Glasgow Asylum for the Blind."

"The directors, in their last report, called attention to the Normal College for the Blind, which was being established in London, on the principle of Perkins Institute for the Blind at Boston, United States of America. The aim and object of the promoters is to give a thorough general, and especially a high-class musical education, to such blind persons as have sufficient ability to make it likely that they will be able afterwards to maintain themselves as musicians, either as pianoforte-tuners, teachers, or organists. In America the musical education of the blind is stated to have been highly successful, and it is the sincere wish of the directors that the efforts of the promoters in London may be crowned with like success. Ten of the young people, inmates of the asylum, were selected to be received into the college, and were conducted to London under the charge of Mr. Brown, the superintendent. The directors are gratified to learn that they are making good progress, and giving much satisfaction. They most cordially recommend the institution to the attention of the public, and add that any contributions, which may be sent to Mr. James A. Campbell, 27, Ingram Street, or Mr. A. Arrol, 16, Dixon Street, the honorary treasurers in Glasgow, will be thankfully received."

From the "Report of the Glasgow Committee of the London Normal College and Academy of Music for the Blind, 1873."

"The friends of the blind in several large towns in England, and also in Edinburgh and Greenock, have formed local committees to select and send, from time to time, suitable pupils from their respective localities to the college; and at a meeting held in Glasgow on the 12th of October, 1871, the committee of gentlemen whose names are hereto prefixed was constituted for the same purpose in this city.

"The committee ascertained that there were a number of blind boys and girls in Glasgow, whose musical talents justified the expectation that by a course of education at the Normal College they would be rendered capable of supporting themselves. The committee regret that in consequence of the want of funds they were unable to send the whole of them to college, and that they were under the necessity of restricting the number to seven. With the assistance of Mr. F. J. Campbell, seven of the best cases were selected, viz., five boys and two girls. They were conducted to London under the charge of Mr. Brown, the superintendent of the Glasgow Asylum for the Blind. The committee are gratified to learn that the pupils have been most favourably reported on as making good progress. To enable the committee to maintain the pupils already sent to the college, a number of gentlemen connected with Glasgow have promised subscriptions for five years to the amount of £250. In order to continue their education, and also to extend the benefits of the institution to other eligible pupils, it will be necessary to raise an additional sum of about £250 or £300 each year.

"The committee are satisfied that, without reference to the benefit the proposed course of instruction will confer upon the individuals to be sent, it will prove in reality more economical for the charitable public to educate these unfortunate persons for a few years in such a manner as will enable them afterwards fully to maintain themselves, than to give them only such instruction as will enable them to become workers in the various industrial trades by which, experience has everywhere shown, the blind can seldom support themselves.

"The committee, therefore, earnestly solicit the co-operation of the benevolent in order to afford the education necessary to save from a life of dependence, and to qualify to become useful and self-supporting members of society, the blind pupils who have been selected here

as giving the best promise of being able to profit by the teaching of the Normal College.

"It should be carefully observed, that the support of this institution is not designed or expected at all to interfere with the continued upholding of those educational institutions already existing in Scotland for the instruction of the blind. On the contrary, the Committee earnestly wish all success to such institutions, as they look to them to be the main feeders to the Normal College. They expect, in fact, the two departments to be mutual helps the one to the other; the central institution looking to these for their best prepared pupils, and they, on the other hand, having motives of enterprise and ambition opened to them superior to any which they have hitherto enjoyed."

From the "Report of the Edinburgh Committee of the London Normal College and Academy of Music for the Blind, 1873."

"Objections are often made to affording poor blind children a thorough musical education, on the ground that they might be taught various simple trades at less expense. It should, however, be borne in mind that the blind are seldom able really to earn their living by manual labour.

"It is evidently desirable, not only for their own welfare, but for the interests of the community, that those who have the requisite ability should be educated during their early life in such a manner that they can afterwards support themselves. It would clearly be no small relief to the charitable public if as many of the blind here as of those in Paris and America were now in a self-supporting position.

"Special objection might, however, be taken to the present scheme, on the ground that it must be unnecessary to send a number of the blind from Edinburgh to London, instead of educating them on the spot; but in reply to this, it must be borne in mind that at the Normal College they will enjoy various essential advantages which it is absolutely impossible to procure for them here.

"Experience has shown that in order to qualify the blind to succeed in the profession of music it is highly important that, during at least part of their educational course, they should have constant opportunities of hearing the standard vocal and instrumental works of the great masters, not merely once a week but constantly, in connection with their daily instruction.

"There are but one or two places in the United Kingdom where such advantages can be obtained, of which the Crystal Palace, near

London, is one; and it is for this reason the Normal College has been located in close proximity to that institution, where by special arrangements the pupils have the privilege not only of attending the public performances, but also of hearing all the rehearsals of its unrivalled orchestra.

"Besides these special and important advantages secured to the pupils of the Normal College during their education, the graduates of that Institution will be afforded unusual facilities for obtaining employment.

"Under the patronage of the eminent musicians composing the musical committee of the college, and of the leading pianoforte manufacturers in London, who have kindly proffered their aid and co-operation, those holding the diploma of the college will be placed in the most favourable position for entering upon a successful career."

Extract from the report of the Edinburgh Society for promoting reading amongst the Blind:—

"One matter of great general interest to the blind has been brought under the notice of the public during the past year. It has been discovered in America and France, that if a high general education in history, mathematics, classics, &c., be given to youthful blind persons *simultaneously* with a very thorough *musical* education, greater results are attained than have ever hitherto been accomplished. Not only do those who have had the advantage of this training rise far higher in the social scale, acquiring, as they do, and establishing for themselves, a firm position amongst the educated classes of the country; but their musical knowledge is turned to practical, substantial advantage in procuring for them, as piano-tuners, teachers of music, and organists, incomes hitherto all but unknown amongst the blind. The admirable mode of teaching alluded to, although only recently introduced into this country at the Blind Normal College, Norwood, London, has proved a complete success for nearly twelve years past in Boston, U.S., and also for several years in Paris. The advantages of the method of training thus briefly indicated are very great to the blind as a class. Obviously what highly elevates a *portion* of the blind must, in some degree, elevate the whole. The adult blind, too old indeed to reap for themselves the advantages of this newly-discovered method, will yet learn to rejoice that to their youthful brothers and sisters such a promising field has been opened up. They will experience a just sensation of pride that with similar advantages the blind can equal, and in some

things surpass, the seeing. There seems, indeed, little doubt that as *piano-tuners* the blind will succeed admirably, and in all probability will in the course of years secure this branch of the musical profession all but entirely to themselves; and while the advantages newly presented to the boys and girls excite thankfulness amongst their adult friends, even stronger must that feeling be in the minds of their youthful compeers. They quickly perceive that in the somewhat gloomy vista of their lives a bright path has been discovered for some of them, and if for some, why not for all, or at least for many? What some have done, others may do, and so there springs up hope, quickened energy, and a laudable ambition in many a youthful heart; and such has been precisly the experience in several blind schools, from which few of the best scholars have been sent to London. It will ever be a matter of rejoicing to the friends of the blind that, since the commencement of this century, so many valuable discoveries have been made tending to uplift and cheer our poor afflicted brothers and sisters. Still the hand of charity has been manifest in them all; but now this scheme of high-class general education, coupled with equally high-class musical education, bids fair to commence a new era in the history of the blind, and to suggest the hope that, after the first few years of needful expenses for setting the requisite machinery agoing, a self-supporting system will be attained, and many of the youthful blind started in life, in various careers of honourable independence. It is unnecessary, however, in this Report, to give particulars of the Norwood Blind College scheme, as they are very fully detailed in a pamphlet just issued by a Committee formed in Edinburgh to send up boys and girls to the College."

List of Subscriptions

TO THE

ROYAL NORMAL COLLEGE

AND

ACADEMY OF MUSIC FOR THE BLIND,

UPPER NORWOOD.

Patron.

HER MOST GRACIOUS MAJESTY THE QUEEN.

President.

THE MOST NOBLE THE MARQUIS OF WESTMINSTER, K.G.

OFFICES :

28, Mount Street, Grosvenor Square, London.

LIST OF DONATIONS AND SUBSCRIPTIONS

For the general purposes of the Institution, including payments for Pupils, received up to April 1st, 1873.

Also of the sums paid or promised for the purchase of a Site, Buildings, &c., up to June 28th, 1873.

Payments made for particular Pupils are marked thus.*

It is requested that all errors and omissions be notified to the Honorary Secretaries.

	Donations.			Subscriptions.			Building Fund.		
A	£	s.	d.	£	s.	d.	£	s.	d.
A. B.	0	10	0						
Abdy, Lady	1	0	0						
Alcock, Sir Rutherford, K.C.B.	5	0	0	5	0	0	50	0	0
Allnutt, John, Esq.							10	10	0
A. and M.	1	1	0						
Anderson, Jas., Esq.	5	0	0						
Anderson, John, Esq. ..				5	0	0			
*Anonymous	0	5	0						
*Antrobus, Miss Charlotte A. ..	1	1	0						
*Antrobus, Rev. John				2	2	0			
*Arden, Hon. Miss	10	10	0						
Armitage, Edward, Esq. ..	100	0	0						
Armitage, Rev. F. J.	50	0	0						
Armitage, James, Esq. ..	100	0	0						
Armitage, T. R., Esq., M.D. ..	1030	0	0				500	0	0
Armitage, Mrs. T. R. ..	200	0	0						
*Armitage, Mrs. T. R. ..				105	0	0			
Ashley, Hon. William ..				2	0	0	60	0	0
B									
Baker, Mrs. Wingfield, per Lady Smith	1	0	0						
Balen, C. B. Wheatley, Esq. ..	2	2	0						
Bannatyne, Mrs. C.	2	0	0						
*Barry, Miss Eliza Cooke ..	0	10	0						
Barry, Mrs. J. B.	1	0	0						
Bateman, Mrs.	2	0	0						
Bedford, Duke of							200	0	0
Barclay, Alexander C., Esq., M.P.							20	0	0
*Benzon, Mrs.	10	10	0	10	0	0	200	0	0

	Donations. £ s. d.	Subscriptions £ s. d.	Buildg. Fund. £ s. d.
Bevan, C. J., Esq. ...			100 0 0
Bevan, R. C. L., Esq. ...			100 0 0
Bessborough, Lord ...		2 0 0	
Bicknell, Mrs. ...	1 0 0		
Bird, H. V., Esq. M.D. ...		1 1 0	
Bird, Mrs. ...		1 1 0	
Birkett, Mrs. ...	0 10 0		
Black, Stanley, Esq. ...	50 0 0		
*Blackborne, Mrs. ...	2 2 0		
Bonar, A., Esq. ...	2 0 0		
*Bonar, Mrs. A. ..	4 10 0		
Bonner, Mrs. ...		2 2 0	
Botley, W., Esq. ...		1 1 0	
Botsford, W., Esq. ...	5 0 0		
*Bourdas, — Esq. ...	1 0 0		
Bowman, Wm., Esq., F.R.S.			50 0 0
Bradbury, Mrs. ...	0 6 0		
Braby, Misses ...	1 0 0		
Braham, Jas., Esq. ...	1 0 0		
Braithwaite, Isaac, Esq....	100 0 0		
Braithwaite, Basil, Esq....	5 0 0		
Brew and Claris, Messrs.	5 0 0		
Broadley, Mrs. Charlotte	1 17 0		
Broadwood and Sons, Messrs.	5 5 0		
Brook, C., Esq. ...	5 0 0		
Browne, Miss Dudin, per Lady Smith	5 0 0		
Browne, Jane, Miss ...	0 3 0		
*Brown, J. S., Esq. ...		15 0 0	
Brinckman, Sir Theodore H. L., Bart.			20 0 0
*Buckley, Lady Catherine	3 0 0		
Burnley, W. S., Esq. ...		5 0 0	
*Butler, —, Esq. ...	1 0 0		
Butler of Hon. Wm. Ashley	0 5 0		
Buxton, Sir T. Fowell, Bart. & Lady Victoria ...			100 0 0
C			
Calvert, Frederick, Esq., Q.C.			25 0 0
Cumberbatch, L. T., Esq., M.D.		1 1 0	
Campbell, F. J., Esq. ...	200 0 0		
Carte, R. Esq. ...	1 1 0		
Cary, Admiral ...	10 0 0		
Caulfield, Miss ...	0 13 6		
*Chambers, James, Esq. ...	5 0 0		
Chantrey, Lady ...			10 10 0
Chappell, Thomas, Esq....	10 10 0		
Chelmsford, Lord ...	5 5 0	2 2 0	
Chepmell, D., Esq. ...	1 1 0		
*Cholmondeley, Marquis of		60 0 0	
Christy, Mrs. J. F. ...	1 1 0		

	Donations. £ s. d.	Subscriptions. £ s. d.	Building Fund. £ s. d.
*Clarke, — Esq.	5 0 0		
*Clarke, Mrs. C.		1 1 0	
Cleaver, — Esq.		6 0 0	
*Coats, Sir Peter	110 0 0		
Cockburn, Major General ..		1 1 0	
*Colebrooke, John, Esq. ..	10 10 0		
Coldstream, J., Esq. ..		1 1 0	
*Constable, J. C. M., Esq. ..		23 15 0	
*Cooke, The Misses		4 4 0	
Crampton, Mrs.	5 0 0		
Cubitt, Mrs.	5 0 0		
Cutler, Rev. W. H.	5 0 0		
D			
Dakin, — Esq.		1 1 0	
*Davis, E. M. S. Esq.		1 5 0	
*Desborough, Edward, Esq. ..		15 0 0	
Devonshire, Duke of, K.G. ..			100 0 0
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